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ABSTRACT

This study examined the predictive strength of standardized test scores and selected non-traditional indices of academic success in relation to the academic performance of black students attending historically black colleges. The sample consisted of 364 graduating seniors from eleven historically black colleges. American College Test composite scores (ACT-C) were used as estimates of students' entering ability and were compared to self-reported grade point averages (GPA). Findings indicated that ACT-C scores underpredicted the GPA of black students. Two of seven non-traditional measures were associated with cumulative GPA: highest expected degree and plans after graduation. The results of the study did not lead to any conclusive statements regarding the validity of the ACT-C and non-test variables for predicting the GPA of black students in the selected institutions. (Author/MK)

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PREDICTING THE ACADEMIC SUCCESS OF BLACK STUDENTS ATTENDING THE HISTORICALLY BLACK COLLEGES

Part 2 of the Research Program on
Problems Relating to the Desegregation
of Higher Education

A Report to
The National Institute of Education

Institute for Services to Education
Division of Research and Evaluation

August 1979

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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HIGHLIGHTS

- 99 percent of the judgmental sample of 364 students were black and 88 percent of them were the graduates of predominantly black high schools. Approximately two-thirds of them were 20 years of age. A disproportionate number of them, however, were female and from towns with populations less than 50,000.

- The largest proportion of the students were in the low-income strata as determined by parental education; family income and parental occupation. Approximately 50 percent of the fathers had obtained a grade school or less education as compared to 28 percent of the mothers. The wide gap between the education of mothers and fathers began to decrease at the ninth-to-eleventh grade levels (24 and 32 percent, respectively) and became particularly comparable in terms of finishing school (21 percent and 22 percent, respectively). A slightly higher proportion of mothers had both attended (9 percent) and graduated (8 percent) college than fathers (5 percent and five percent, respectively).

- The majority of the students were from families with combined incomes of $5,500 or less.

- The range of annual incomes of the families reflected in part the types of occupations the parents had. Fifty-two percent of the employed mothers worked in domestic services, while most of the fathers worked as laborers.

- It appeared that ACT-C underpredicted the GPA of black students in the selected institutions. It was predicted that 53 percent of the students would achieve GPAs of 1.49 or less. In actuality, 99 percent of them received GPAs greater than 1.49.

- A weak association was observed between ACT-C and cumulative undergraduate grade-point average (explaining 79 percent of the variance).

- It appeared that only two of the seven selected non-traditional measures were associated with cumulative undergraduate grade-point average: "highest expected degree (ETA = .24) and "plans after graduation" (ETA = .27).

- Based on the results of the study, no conclusive statement can be made regarding the validity of the ACT-C and the selected non-test variables for predicting the cumulative undergraduate grade-point average of black students attending the selected institutions.

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TABLE OF CONTENTS

	Page Number
INTRODUCTION	1
LITERATURE REVIEW	4
Predictive Validity of Traditional Measures	4
Predictive Validity of Non-Traditional Measures	6
Three National Studies	8
METHOD	11
RESULTS	15
Student Characteristics	15
Validity of Selected Traditional Measures	16
Validity of Selected Non-Traditional Measures	17
DISCUSSION	18
BIBLIOGRAPHY	21
APPENDICES	
A - Tabulated Data: Non-Test Factors	24
B - Senior Questionnaire	29

INTRODUCTION

Criteria for selective admissions at the undergraduate level tend to vary from institution to institution, with any number of variables considered in the selection process. According to the Carnegie Council on Policy Studies in Higher Education (Selective Admissions in Higher Education, 1978), such variables include: (1) rank in high school; (2) admissions test score(s); (3) high school grade-point average; (4) special abilities, interests, identities and personal characteristics; (5) contributions to the diversity of the student body; and (6) contributions to the political or economical or community needs of the institution. Of these measures, standardized test scores (e.g., SAT or ACT composite scores) have been relied upon traditionally as the most powerful predictors of freshman grade-point averages. Research indicates, however, that many institutions augment these scores with ratings based on personal interviews and letters of recommendation (Astin and Panos, 1969; Creager 1973; Astin, 1975).

Concurrent with the emergence of equal educational opportunity as a national priority, widespread controversy arose in the past decade regarding the use of standardized achievement tests in selection (Cleary et al., 1968). Since blacks tended to score one standard deviation (200 points) below whites on the SAT, it was argued that such tests were culturally biased and designed to sort out disproportionately large numbers of minority students from higher education (Coleman, 1966; Cleary and Hilton, 1968; Wing and Wallach, 1971). Others argued further that little

relationship existed between the performance of blacks on standardized tests and their academic success. Given the opportunity, an impressive number of black students testing poorly on standardized examinations succeed in historically black colleges and continue to make outstanding contributions to the American society as doctors, lawyers, educators, inventors, and politicians. Hence, public calls were made for subjective measures to predict the college success of blacks and other minorities.

In response to (1) the growing resistance to the use of standardized tests in selection and (2) a socio-political climate supportive of correcting past inequities in the delivery of educational services to blacks and other disadvantaged groups, a number of predominantly white institutions introduced special admissions programs which ensured access to a certain proportion of minorities (Sedlacek, et. al., 1970; Wing and Wallach, 1971; Sedlacek, et. al., 1973). Since the mid-seventies, however, the 14-year decline in standardized test scores as well as public dissatisfaction with the performance of the educational system in general, has led to renewed interest in standardized tests and the tightening of academic standards generally.

Further, a steady erosion of the legal gains of access made by blacks in the sixties has occurred (Abramowitz, 1976; Williams et al., 1977; College Board, 1978; National Advisory Committee on Black Higher Education, 1978). For example, in 1972, Marco DeFunis filed a suit against the University of Washington charging "reversed discrimination" in the admissions process of the school--

a suit which raised serious questions about the legality of special admissions programs. Further, the Bakke decision recently struck down the constitutionality of such programs, although it supported the use of race as a factor in the admissions process.

Despite these events, public policy has tended to favor elimination of inequities in the admissions process of selective institutions. The Adams Order of July 5, 1977, which mandated disestablishment of dual systems of higher education in six southern states (North Carolina, Georgia, Virginia, Arkansas, Oklahoma and Florida), stressed the importance of identifying new and creative ways of measuring the talents of minority students. Harold Howe II, Ford Foundation vice president for education and research, has advocated federal initiatives, including research on "the soft factors in judging students... those nonquantifiable aspects of human beings that must be considered in decision about them" (1978). The Carnegie Council on Policy Studies in Higher Education has stated:

> "....current practice and research evidence reinforces that often stated view that institutions should not place undue reliance on traditional selection criteria and should seek additional evidence of talent and competence that is related to the students' intended academic program. There is also recognized a heightened need for institutions to define more clearly their purposes in selection and to develop improved procedures for achieving those purposes in a fair and effective manner" (1978).

In response to these issues, this study further examines both the predictive strength of a standardized test score and selected

non-traditional indices of academic success in relation to the academic performance of black students attending historically black colleges.

LITERATURE REVIEW

Studies relating to the validity of traditional and non-traditional measures in predicting the college success of blacks have taken two directions. Initially, such studies focused on the predictive validity of test scores (SAT or ACT composite scores) and non-test predictors for blacks attending predominantly white or integrated institutions. Subsequent studies tended to challenge the appropriateness of such predictors in forecasting the academic success of blacks enrolled in predominantly black institutions. A review of both types of studies follows within the context of traditional versus non-traditional academic success predictors. Included also is a review of three national studies.

Predictive Validity of Traditional Measures

The preponderance of predictive validity studies regarding blacks have related to blacks in integrated institutions. One of the earliest studies was done by Cleary (1968) who, in a study of black and white students at three integrated colleges, investigated the regression of college grades on the SAT. Data analysis for two of the institutions showed no significant differences in the regression lines for black and white students. In one institution, however, Cleary found that the use of the white regression equation resulted in a positive bias for black students. That is, the SAT tended to overpredict grades for black students.

In a replication of Cleary's study at 13 integrated colleges, Temp (1968) found the grades of blacks to be overpredicted in 12 of the institutions when the white regression equation was used. Similarly, Kallingal (1971) reported multiple correlations of .51 for blacks and .53 for whites in predicting sophomore cumulative grade-point averages using five standardized verbal and math predictors. He also found that the use of the white regression equation tended to overestimate the GPAs of black sophomores. Conversely, in an investigation of black students at integrated colleges, Clark and Plotkin suggested that the academic performance of the college students they studied was far above the level that predictive indices such as SAT scores would indicate.

In addition to findings which suggest the under- and over-prediction of academic success for blacks, a number of researchers have suggested that the same predictors work about equally as well for blacks and whites (Munday, 1965; Funches, 1967; and Hills and Stanley, 1970). For example, in a study of the validity of the ACT battery in five predominantly black colleges, Munday (1965) concluded that standardized measures were equally predictive for blacks in both predominantly white and predominantly black institutions. Funches (1965) compared the effectiveness of high school transcripts as opposed to ACT scores in predicting the academic success of 540 students enrolled at Jackson State University in Fall, 1965. He concluded that the ACT-C was a better predictor of first-semester GPAs than were high school transcripts ($r = .36$ versus $4 = .06$) at Jackson State University. Stanley

and Porter, in a detailed analysis of data from the University System of Georgia, found that SAT-type scores were about as correlationally valid for blacks in black institutions as they are for whites in white institutions. Similarly, as previously mentioned, this held true for blacks and whites attending two of the colleges in Cleary's study.

Predictive Validity of Non-Traditional Measures

In light of the conflicting evidence regarding the predictive validity of standardized tests for blacks, Sedlacek (1974) proposed that researchers refrain from further replication of previous studies. Sedlacek suggested that efforts be directed at the identification of new variables (preferably non-test related) for use as potential predictors of the achievement of minority students.

Chase and Johnson (1977) conducted a study to determine the usefulness of eight specific items of personal history in predicting college success for minority students. The group under study consisted of approximately 250 special admissions students at the University of Indiana. Admitted on the basis of school and community agent recommendations, the group had a mean SAT-Verbal score of 333.6 and an SAT-Math score of 361.4. For purposes of the study, criteria for success were defined as having a minimum GPA of 1.9 on a 4.0 scale after having completed at least 28 semester hours of coursework--the minimum requirements for a student to be certified into a major program. On this basis, students were divided into "successful" and "non-successful" categories.

The two groups were then compared to determine whether certain personal items discriminate between high achievers and low achievers. The personal data items tested were: (1) the n mber of courses taken in high school English with a grade of C or better; (2) the number of courses in high school mathematics with a grade of C or better; (3) the size of the high school class; (4) student's birth order in the family; (5) father's education; (6) mother's education; (7) marital status of the parents; and (8) position in the high school class. The study found that two personal data items--number of courses taken in high school English and rank in high school class--discriminated between successful and non-successful students.

The authors also suggested that rank in the high school class may be a more appropriate indicator of success for minority students than widely used college aptitude measures. As a means of verification, the SAT-V and the SAT-M scores were analyzed against the success criteria used in the study. No significant differences were evident on either SAT scale between successful and non-successful groups.

In an attempt to better predict academic success for black students, Pfeifer and Sedlacek (1971) conducted a study of non-academic variables to identify correlation of grades. The subjects for the study were black freshmen entering the University of Maryland in Fall, 1968. During a summer orientation program, three instruments were administered to the subjects: the California Psychological Inventory (CPI) and the Holland Vocational Preference Inventory (HPVI) (both personality measures), and the University Student Census (USC), (a questionnaire related to attitudes and

activities information). Information regarding extracurricular activities in high school was obtained from student files. University of Maryland grade-point average (mdGPA) at the end of the freshman year was used as a measure of academic success.

A number of the variables under study were found to correlate with mdGPA for black students. Most notable because they operate differently for blacks and whites, were the following variables:

- The infrequency scale of the HPVI correlated positively ($p < .05$) for blacks (.31), but negatively ($p < .05$) for whites (-.16). (A high score on the infrequency scale is indicative of a preference for unpopular, feminine, low status occupations--atypical vocational choices--and by implication, a deviant attitude regarding the dominant culture.)
- The communality scale of the CPI correlated significantly with MdGPA for blacks (.34), but only .13 for whites. (The Communality scale is used as a validity scale to identify those who answer in a haphazard manner.)
- Three attitude items from the USC were found to correlate significantly with academic performance for blacks, but not for whites. They were (1) feeling excited by coursework; (2) feeling instructors care; and (3) feeling that the university continues to admit minority students on the basis of four of the five categories.

Despite their findings, the authors recommend caution in generalizing the results to all blacks since the sample under study may not be representative of all blacks with the potential to do college work.

Three National Studies

Recently, since the Bakke ruling declared special admissions programs to be unconstitutional but upheld the use of race as a factor in the admissions process, the assessment of disadvantagement has taken on a new meaning. In a recent national study of 115,325 entering freshmen, Astin (1979) tested the impact

of eight admissions formula on the participation rates of minorities (blacks and Chicanos) in higher education, with emphasis on objectively defined disadvantagement measures (ACT-C): grades alone; test scores alone; grades and test scores equally; grades, test scores and disadvantagement weighted equally; grades and test scores weighted equally, disadvantagement given half weight; grades and test scores weighted equally, disadvantagement given double weight. The measures of disadvantagement used included mother's educational attainment, father's educational attainment and family income.

As observed in other studies, Astin found that test scores were least likely to ensure representative participation on the part of blacks: Only 1 percent of the blacks were selected when test scores were used alone. The most equitable admissions formula for blacks was the use of grades and disadvantagement weights equally: approximately 13 percent of the blacks were selected when this formula was used. Astin made the following tentative conclusions:

- "An objectively derived measure of disadvantagement can significantly improve minority students' chances of being selected in a competitive admissions process. Depending on the weight one gives to the disadvantagement measure relative to other criteria, almost any desired proportion of minority applicants can be selected.

- Disadvantagement must be given substantial weight to overcome the negative effects of traditional merit criteria (such as tests and grades) on minority students' chances of being selected. Whether admissions committees are willing to give sufficient weight to disadvantagement measures will depend on the particular admissions problem involved. At a minimum admissions committees should experiment by applying different formulas to their applicant pools.

- Test scores represent a much greater admissions obstacle for minority students (blacks in particular) than grades do. Consequently, disadvantagement measures require less weight to improve minority students' chances of admission significantly when they are used in combination with grades rather than test scores." (Astin, 1979, p. 83).

Astin's recent longitudinal and multi-institutional study of why students drop out also has implications for this study, since the predictive validity of a broad array of factors including (1) academic background (high school grades, rank in high school, college admissions tests, and academic rating of high school); (2) family background (religion, parental income and education, race and home town; (3) educational aspirations (degree plans and intended field of study; (4) study habits; (5) expectations about college; and (6) other characteristics (e.g., association between smoking and dropping out of college) were investigated.

Using a national sample of more than 41,000 students, Astin found that the student's academic record was the most reliable indicator of college success; academic ability ranked second. The observed ranking of the other variables was as follows: degree plans at the time of college entrance; religious background, religious preference; concern about the college finance; study habits; and educational attainment of parents. Two important racial differentials observed were that SAT or ACT scores were marginal predictors of the academic performance of black students and that rank in high school class was a more powerful predictor for black students in white schools than black students in predominantly black institutions.

A third study (preliminary) of interest was recently conducted by Manning and Wild (Carnegie Council on Policy Studies in Higher

Education, 1978) to construct an index (Residual Selection Index or RSI) to measure the "extent to which a student has exceeded or fallen below his expected score, where the expectation is calculated from information about family socioeconomic status and primary language". Manning and Wild found that when the test score composite was the basis of selection, only 3.3 percent of the black males were included in the upper 10 percent of the distribution of 16,000 cases. A minimal proportion of black females were also selected. A larger proportion of minorities were included in the distribution in general when the RSI was the predictor.

If any conclusive statement can be drawn from the preceding studies, it is the lack of consensus among educational researchers regarding the correlation between standardized test scores and their contribution to determining the college performance of blacks. Equally as ambiguous is the predictive validity of selected non-test variables for blacks. It is clear, however, that equality and equity for blacks in higher education requires the design of valid and reliable eclectic approaches to admissions.

METHOD

The population of this study consisted of 2448 graduating seniors included in the Thirteen College Curriculum Program's longitudinal study of academic, motivation, and demographic characteristics of students involved in the program at 13 historically black colleges. The participating colleges were: Alabama A&M College, Bishop College, Clark College, Florida A&M University, Jackson State College, Lincoln University (Missouri),

Norfolk State College, Southern University, Talledega College, Tennessee A&M University and Voorhees College. The Program assisted these institutions in designing a developmental education program targeted on reducing the attrition rates of entering students attending black colleges as well as to enhance the curriculum design and teaching skills of faculty.

Three sets of students were distinguishable in the population: (1) 327 TCCP students who had enrolled in college Fall, 1967, and had graduated in Spring, 1971; (2) 312 regular students (i.e., entering freshmen not included in the TCCP) who entered as first-time freshmen in 1971 and participated in the longitudinal study as comparison students; and (3) 1809 other students who were expected to graduate in Spring, 1971. The students in the third group were more representative of the average student attending the historically black college in that more than 35 percent of them had entered college prior to 1967, more than 20 percent of them were transfer students and more than one-half of them were women. Collectively, these students tended to be 20 or 22 years of age, southern-born and the children of parents who, in most cases, had not finished high school and who had annual incomes within the $4500 to $5500 range. Additionally, they tended to be (1) graduates of segregated high schools, (2) education majors, (3) interested in pursuing one degree beyond the baccalaureate degree, (4) the recipients of some type of student financial aid and (5) employed throughout their senior year.

The sample of the study was restricted to 364 students who had completed the ISE Senior Questicnnaire in Spring, 1971 and

who had graduated at the end of the year. Only 11 of the original 13 institutions were included in the institutional sample, since two of the colleges would not be participating in the second phase of the study.

Although no formal procedure was used in sample selection, a comparison between the population mean (11.11 with a S.D. of 14.04) and the sample mean (11.97 with a S.D. of 15.63) resulted in an r of .96 significant at the .001 level. Further, the background characteristics of the sample students, as indicated in the results of the study, were generally consistent with those of the graduating seniors who constituted the population.

ACT composite scores (English, mathematics, social science and natural science) were used as estimates of students' entering ability because the ACT examination was the admissions test most commonly used by the TCCP schools. Use of this traditional measure of college success assumed that standardized test scores were both valid and fair indicators of the potential of black students in selected black colleges to succeed academically. That is, it was assumed that the students were equal to whites in terms of: meritocratic values, pre-college educational experience, socio-economic status and test-taking competency.

The GPAs were based on the self-reported averages of students observed in the ISE senior questionnaire, the exit instrument included in the evaluation plan of the TCCP to ascertain the demographic, motivational, attitudinal and academic status of

the graduating seniors who participated in the program as freshmen*. Cumulative rather than freshman GPAs were used because it was felt that this measure would more accurately determine the true potential of blacks for coping with the college environment in a traditionally black setting.

Predicted GPAs were interpolated from the ACT "Computation table for Predicting Overall GPA". The predicted GPAs, according to this table, is based on adding specified digits to the ACT constant value (-7, then marking off one decimal position to obtain the predicted results.

Seven background characteristics (or non-traditional) measures of academic success were employed: (1) racial composition of high school, (2) educational attainment of parents (highest grade completed by the students' parents), (3) age (as of June 1, 1971), (4) size of home town, (5) plans after graduation, (6) highest expected degree and (7) family income. These measures were labeled "non-traditional indicators" because they were less conducive to quantification and objective evaluation. Further, their role and function in the admissions process had been less well-defined and much less data were available on their predictive power in general.

Limitations of the Study

Several methodological limitations impacted the results of this study. The data used were collected nearly a decade ago. There was no way to determine if major changes had occurred

* Many of the items of the senior questionnaire were derived from existing scales that had been standardized previously. The researchers therefore assumed that the face validity and reliability of these items were adequate enough to use data generated by this questionnaire.

in the self-reported academic and demographic/psychosocial characteristics of the graduating seniors of the institutional sample at the time this study was conducted. Additional research would have to be done in determining if the findings of the study were applicable to today's graduates of these schools.

Data problems militated against random selection of the student sample, which was small. The study, therefore, has limited generalizability--although the demographic and academic characteristics of the student sample approximate those of the population in all but one instance. That is, approximately 60 percent of the students in the sample were from small towns, whereas the larger proportion of students in the population were from urban areas.

RESULTS

Student Characteristics

The characteristics of the students in the sample in most instances reflected the demographic profile of the population. Most of them (99 percent) were black and the graduates of predominantly black high schools (88 percent). Approximately two-thirds of them were twenty years of age. A disproportionate number of them, however, were female (62 percent) and from towns with populations less than 50,000. One-third of them came from small towns (less than 15,000).

The larger proportion of the students were in the low-income strata as determined by parental education, family income and parental occupation. Approximately 50 percent of the fathers had obtained a grade school or less education as compared to 28 percent of the mothers. The wide gap between education of

mothers and fathers began to decrease at the ninth-to eleventh grade levels (24 and 32 percent respectively) and became particularly comparable in terms of the percent finishing school (21 percent and 22 percent respectively). A slightly higher proportion of mothers had both attended (9 percent) and graduated college (8 percent) than fathers (5 percent and 5 percent, respectively).

Eighty-nine (89) percent of the families had a combined annual income of less than $6,240; 65 percent, less than $4,160; and approximately 21 percent, less than $2,080. The range of annual incomes of the families reflected, in part, the types of occupations the parents had. Fifty-two percent of the employed mothers worked in domestic services while all other occupational categories ranged from zero to 9 percent of the sample.

Validity of Selected Traditional Measures

A comparison between the predicted GPAs and the actual cumulative undergraduate GPAs indicated that the ACT-C underpredicted the GPAs of black students. It was predicted that 53 precent (192 out of 364) of the students would achieve GPA of 1.49 or less. Actually, .008 percent of the students had achieved GPAs as low as 1.49 or less, with 99 percent of them achieving GPAs greater than 1.49.

Pearson's correlation coefficient was also used to test the association between the ACT-C and cumulative grade-point averages. The results indicated that, although the obtained value of r (.27) was statistically significant at the .001 level of confidence, the ACT-C was a weak predictor of the cumulative grade-point average of the students. The ACT C only explained seven percent of the variance.

Validity of Selected Non-Traditional Measures

Tau C was used to determine the predictive validity of "racial composition of high school", "mother's education", "father's education", "age at senior year", "size of home town" and "annual family income". Eta was used to determine the predictive strength of "plans after graduation" and "highest expected degree".

The results summarized in Chart 1 (See Appendix B for tabulated data) indicate that all but two of the selected non-traditional measures were poor predictors of students' cumulative GPAs: "highest expected degree" (Eta = .24, Table 6) and "plans after graduation" (Eta = .27, Table 7). Although the association was stronger when eta was squared, the correlation ratios were .06 and .07, respectively. These variables explained a small portion of the variance in cumulative GPAs. In essence, the students who planned to continue their education after graduation received higher grades than those who did not plan to continue their education or did not know what their plans were. As anticipated, the students who planned to attend post-baccalaureate school expected to achieve degrees beyond the bachelor's level. Similar to the findings relating to plans after graduation, GPA increased as the highest degree expected increased.

The Tau coefficient for each of the remaining variables was close to zero; therefore, the associations were minimal.

Generally, the bi-variate analysis of ACT-C and the selected non-traditional measures provided little assistance in predicting the cumulative undergraduate grade-point averages of black students in black colleges.

Chart 1

Predictive Validities of Selected Non-Test Variables

Measure	Tau C	ETA
Racial Composition of High School	.010	
Mother's Occupation	-.001	
Father's Education	.037	
Age at Senior Year	.030	
Size of Home Town	.065	
Plans after Graduation		.273
Highest Expected Degree		.247

Source: See Charts 1 through 8 in Appendix A.

DISCUSSION

Based on the results of this study, no conclusive statement can be made regarding the validity of the ACT-C and the selected non-test variables for predicting the cumulative undergraduate grade-point averages of black students attending the selected institutions.

Past studies of the predictive validities of standardized tests for blacks

tend to indicate that such tests predict as well for blacks in black colleges as for blacks in predominantly white institutions; that is, standardized tests tend to overpredict the performance of black students. The reverse finding observed in this study may have been due to the use of cumulative undergraduate GPAs, which permitted the use of time as a mediating variable in terms of off-setting the impact of defective pre-college educational experiences. This finding suggested, as pointed out by Abramowitz (1976), the potential fallacy of using freshman GPAs as the criterion variable for black students.

Similarly, it seems reasonable to conjecture that the weak association observed between ACT-C and actual grade-point averages was also due to the use of cumulative rather than freshman GPAs: the averaging out of GPAs over the four-year period probably offset the confounding effect of inadequate academic preparation.

The significant association observed between educational aspirations (i.e., "highest expected degree" and "plans after graduation") has been documented by Astin and others. Thirty percent (101) of the students in the sample indicated that they would like to enter the professions; 25.8 percent responded that they aspired to enter graduate and professional school. Astin (1975) found that doctoral or professional degree aspirants were least likely to drop out; whereas, bachelor's and "other" degree aspirants were most likely to drop out.

It is clear that the exploration of non-test predictors of the academic success of blacks is an emerging line of inquiry which must be continued. Chief among the variables examined in such studies should be the admissions criteria of the historically black colleges, given the success of these schools in graduating significant numbers of students with poor preparatory experiences. Further, the renewed interest in standardized testing throughout the educational

system dictates the need to accelerate identification of equitable eclectic admissions formulas which guarantee equity for both minorities and whites.

The Adams mandate gives further credence to the immediacy of the need for continued investigation in the problem area. The amended criteria state that "specific commitments (were) necessary for a workable higher education concerning admissions...". Moreover, the criteria speak to the need "to innovate in seeking talented students" and that states "may need to broaden their definitions of potential to discount the efforts of eary disadvantage on the development of academic performance, and to broaden the talent measured in admissions tests". The movement of equitable numbers of black students into predominantly white institutions will require the identification of admissions criteria which both support parity and academic excellence. The danger inherent in the current mood of the nation relative to stiffening academic requirements can only be overshadowed if empirical research is done to identify criteria and guidelines for implementing programs which enhance the retention of black students.

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APPENDIX A

TABULATED DATA: NON-TEST DATA

TABLE 1

DISTRIBUTION OF COMULATIVE GRADE-POINT AVERAGES BY RACIAL COMPOSITION OF HIGH SCHOOL

Racial Composition of High School	Cumulative GPA 1.50 to 1.79	1.80 to 2.19	2.20 to 2.49	2.50 to 2.79	2.80 to 3.19	3.20 to 3.49	3.50 to 3.79	3.80 to 4.00	Total
Almost All Black	3	18	62	96	67	39	15	3	303
Two-thirds Black	0	0	1	3	3	0	0	0	7
Equal Black and White	0	2	1	3	4	0	0	0	10
Two-thirds White	0	1	1	0	3	1	1	0	7
Almost All White	0	1	4	4	3	3	2	0	17
Total	3	22	69	106	80	43	18	3	344

Tau C = 0.01029.

TABLE 2

DISTRIBUTION OF CUMULATIVE GRADE POINT AVERAGES BY MOTHER'S EDUCATION

Mother's Education	Cumulative GPA 1.50 to 1.79	1.80 to 2.19	2.20 to 2.49	2.50 to 2.79	2.80 to 3.19	3.20 to 3.49	3.50 to 3.79	3.80 to 4.00	Total
Don't know	0	0	2	2	3	0	0	0	7
Grade School	1	4	14	12	12	10	2	1	56
Some High School	2	7	24	44	30	12	8	1	128
High School Graduate	0	6	17	28	16	12	2	1	87
Some College	0	5	4	11	11	3	2	0	36
College Graduate	0	0	11	7	4	1	2	0	25
Post-Graduate	0	0	0	2	3	1	1	0	7
Total	3	22	72	106	79	43	17	3	345

Tau C = -0.00176

TABLE 3

DISTRIBUTION OF CUMULATIVE GRADE POINT AVERAGES BY FATHER'S EDUCATION

Father's Education	Cumulative GPA 1.50 to 1.79	1.80 to 2.19	2.20 to 2.49	2.50 to 2.79	2.80 to 3.19	3.20 to 3.49	3.50 to 3.79	3.80 to 4.00	Total
Don't know	0	6	6	11	5	5	2	0	35
Grade School	2	3	21	29	23	10	5	2	95
Some High School	0	6	23	36	26	8	5	1	105
High School Graduate	0	6	14	16	21	11	0	0	68
Some College	0	1	4	2	1	5	1	0	14
College Graduate	0	0	3	6	2	1	3	0	15
Post Graduate	0	0	1	1	1	0	1	0	4
Total	2	22	72	101	79	40	17	3	336

Tau C = 0.03766.

TABLE 4

DISTRIBUTION OF CUMULATIVE GRADE POINT AVERAGE BY AGE AT SENIOR YEAR

Age at senior year	Cumulative GPA 1.50 to 1.79	1.80 to 2.19	2.20 to 2.49	2.50 to 2.79	2.80 to 3.19	3.20 to 3.49	3.50 to 3.79	3.80 to 4.00	Total
20	1	0	2	3	1	3	0	0	10
21	1	16	32	51	30	18	12	1	161
22	0	6	31	46	40	21	6	2	152
23	1	0	6	5	3	1	0	0	16
24	0	0	0	1	2	0	0	0	3
25 or older	0	0	1	1	3	1	0	0	6
Total	3	22	72	107	79	44	18	3	348

Tau C = 0.03064

TABLE 5

DISTRIBUTION OF CUMULATIVE GRADE POINT AVERAGES BY SIZE OF HOME TOWN

Size of Home Town	Cumulative GPA 1.50 to 1.79	1.80 to 2.19	2.20 to 2.49	2.50 to 2.79	2.80 to 3.19	3.20 to 3.49	3.50 to 3.79	3.80 to 4.00	Total
Farm	0	3	15	15	8	3	2	1	47
Small Town (less than 15,000)	1	5	25	29	23	12	5	1	101
Small City (15,000-50,000)	0	4	14	20	14	11	3	0	66
City (50,000-250,000)	1	3	9	18	13	12	4	0	60
Large City (250,000-1,500,000)	1	6	7	12	15	3	2	1	47
Very Large City (over 1,500,000)	0	1	1	9	6	2	1	0	20
Suburb (under 250,000)	0	0	0	2	0	0	0	0	2
Suburb (250,000-1,500,000)	0	0	1	1	0	1	1	0	4
Total	3	22	72	106	79	44	18	3	347

Tau C = 0.06513.

TABLE 6

DISTRIBUTION OF CUMULATIVE GRADE POINT AVERAGES BY PLANS AFTER GRADUATION

Plans After Graduation	Cumulative GPA 1.50 to 1.79	1.80 to 2.19	2.20 to 2.49	2.50 to 2.79	2.80 to 3.19	3.20 to 3.49	3.50 to 3.79	3.80 to 4.00	Total
Job in Business	1	4	26	34	21	7	4	0	97
Start a Business	0	0	0	1	0	0	0	0	1
Enter a Profession	0	10	22	30	24	11	4	0	101
Graduate or Professional School	0	3	13	23	22	17	8	2	88
Armed Services	1	1	2	3	5	1	1	0	14
Volunteer Worker	0	0	0	1	2	1	0	0	4
Other	0	0	3	3	3	3	1	1	14
Don't Know	1	4	3	10	3	1	0	0	22
Total	3	22	69	105	80	41	18	3	341

Eta = 0.27306 with cumulative GPA dependent.

TABLE 7

DISTRIBUTION OF CUMULATIVE GRADE POINT AVERAGES BY HIGHEST EXPECTED DEGREE

Highest Expected Degree	Cumulative GPA								Total
	1.50 to 1.79	1.80 to 2.19	2.20 to 2.49	2.50 to 2.79	2.80 to 3.19	3.20 to 3.49	3.50 to 3.79	3.80 to 4.00	
B.A., B.S., etc.	0	4	13	19	8	4	0	0	48
M.A., M.S., etc.	0	11	31	54	43	14	6	0	159
Specialist	1	2	13	11	8	6	1	1	43
Ph.D., Ed.D., etc.	1	5	4	10	10	14	7	1	52
M.D., D.D.S., etc.	0	0	2	2	5	3	1	1	14
L.L.B., J.D., etc.	1	0	6	7	3	2	3	0	22
Bachelor of Divinity	0	0	0	1	0	0	0	0	1
Other	0	0	0	2	0	0	0	0	2
Total	3	22	69	106	77	43	18	3	341

Eta = 0.24787 with cumulative GPA dependent.

TABLE 8

DISTRIBUTION OF CUMULATIVE GRADE-POINT AVERAGE BY FAMILY INCOME

Family Income	Cumulative GPA								Total
	1.50 to 1.79	1.80 to 2.19	2.20 to 2.49	2.50 to 2.79	2.80 to 3.19	3.20 to 3.49	3.50 to 3.79	3.80 to 4.00	
$2,000 or less/yr.	2	2	8	15	8	6	1	2	44
$2,000-2,999/yr.	0	5	14	14	14	11	1	0	59
$3,000-3,999/yr.	0	4	8	13	17	10	5	0	57
$4,000-4,999/yr.	1	1	7	19	12	7	2	0	49
$5,000-5,999/yr.	0	5	13	13	8	3	1	0	43
$6,000-7,499/yr.	0	1	7	15	10	4	2	0	39
$7,500-9,999/yr.	0	2	6	9	7	0	2	1	27
$10,000 or more/yr.	0	1	7	5	0	3	3	0	19
Total	3	21	70	103	76	44	17	3	337

Tau C = -0.03669

APPENDIX B

SENIOR QUESTIONNAIRE

STUDENT OPINION QUESTIONNAIRE, 1972

YOUR NAME (please print)_____
First Middle or Maiden Last

HOME STREET ADDRESS_____

_____
City State Zip Code

YOUR SOCIAL SECURITY NUMBER _____ SEX (check one) _____ _____
Female Male

PARENTS' NAME _____

PARENT'S ADDRESS (if different from above)_____

_____

NAME AND ADDRESS OF A PERSON WHO WOULD BE ABLE TO REACH YOU IN THE FUTURE SHOULD YOU OR YOUR PARENTS NO LONGER BE AT ABOVE ADDRESSES

PERSON'S NAME _____

STREET ADDRESS_____

_____
City State Zip Code

Do not write in this space

Gen _____

Col _____

Code _____

Num _____

Oth _____

2 _____

3 _____

4 _____

PLEASE NOTE:

The information in this report is being collected for the Institute for Services to Education, an organization which is run by former teachers from predominantly Black colleges and which is presently doing research and development programs with predominantly Black colleges and universities. Studies of student background and opinions are very important in understanding how students are affected by their college experience. Such studies contribute to the development of programs and instruction in your institution. No individual student responses will ever be released. Only group responses will be reported, i.e., all students from a given college, all men vs. all women, etc. Very few studies ever follow-up what students are doing after graduation. Providing us with your name and address will make this possible. Few people, for example, are able to show that Black college graduates are proceeding the same as White college graduates in the job market. This is an important question for your future career pattern. We are concerned with how the contribution of your undergraduate college experience can be fairly portrayed. Most of the individuals collecting and analyzing this data went through predominantly Black colleges. They know how difficult it is to finance your college education. We are asking questions in this area also in order to show clearly the ways in which you and your family have financed your college education. Thank you in advance for your help in these tasks.

Elias Blake, Jr.
President, ISE

GENERAL DIRECTIONS:

In most cases you will be asked a question followed by a number of alternative responses. For each of the questions, CIRCLE THE NUMBER which corresponds to your response. Be sure that your circle fully encompasses only the number corresponding to your response. If possible, use a black lead pencil. If you wish to change a response, please erase cleanly.

In a few cases, special marking instructions will follow the question. Please follow these instructions carefully, Answer all questions as accurately as you can.

Have you participated in one of these three curriculum programs? CIRCLE THE NUMBER corresponding to the program in which you participated.

Since there are slight variations in these names from campus to campus, the Monitor will tell you the exact local name as well. If you do not know whether you have participated in one of these programs, please ask the Monitor.

1. Thirteen-College Curriculum Program
2. Five-College Curriculum Program
3. Eight-College Curriculum Program
4. Did not participate in one of these three curriculum programs.

Are you a veteran of the armed services?

1. yes 2. no

Are you enrolled in ROTC?

1. enrolled and will take a commission.
2. enrolled but will stop before end.
3. not enrolled.

How old will you be on June 1 of this year?

1. 18 or younger
2. 19
3. 20
4. 21
5. 22
6. 23
7. 24
8. 25 or older

Are you: 1. Single 2. Married, no children
3. Married, one or more children

Which of the following best describes your home town?

1. farm or open country
2. small town (less than 15,000)
3. small city (between 15,000 and 50,000)
4. city (between 50,000 - 250,000)
5. large city (between 250,000 - 1,500,000)
6. very large city (over 1,500,000)
7. suburb in metropolitan area under 250,000
8. suburb in metropolitan area of 250,000 - 1,500,000
9. suburb in metropolitan area over 1,500,000

Which of the following statements best describes the racial composition of your high school?

1. all or almost all were Black students
2. about two-thirds were Black students
3. about an equal number of Black and White students
4. about two-thirds were White students
5. all or almost all were White students

What was the highest grade completed by your parents? (CIRCLE A RESPONSE FOR EACH PARENT)

Mother		Father	
1	...	1	..... don't know
2	...	2	..... grade school
3	...	3	..... some high school
4	...	4	..... high school graduate
5	...	5	..... some college
6	...	6	..... college graduate
7	...	7	..... post-graduate, lawyer, doctor, etc.

What do you think your family's income was for the past year (including mother's and father's earnings); make the best guess you can if you don't know for sure.

1. $2000 a year or less ($40 a week or less)
2. $2000 to $2999 a year ($41 to $60 a week)
3. $3000 to $3999 a year ($61 to $80 a week)
4. $4000 to $4999 a year ($81 to $99 a week)
5. $5000 to $5999 a year ($100 to $119 a week)
6. $6000 to $7499 a year
7. $7500 to $9999 a year
8. $10,000 a year or more

When at home, you live with your:

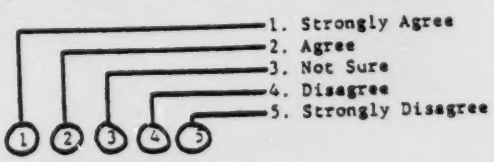
1. mother and father
2. mother and step-father
3. father and step-mother
4. mother only
5. father only
6. grandparents
7. other

About how many students were in your high school graduating class? 1. fewer than 100 2. 100 to 500 3. more than 500 4. didn't graduate

Please classify your father's major occupation and your mother's major occupation by CIRCLING THE NUMBERS corresponding to the categories which seem to fit best (circle a response for both mother and father).

Father	Mother	
01	01	Housewife or unemployed (your mother does not work or father unemployed or not now working)
02	02	Domestic Service (such as maid, cook, nurse in a home)
03	03	Farm Worker (on one or more farms or sharecropper)
04	04	Workman or Laborer (such as a factory or mine worker, fisherman, filling station attendant, longshoreman, janitor, etc.)
05	05	Semi-skilled worker (such as factory machine operator, bus or cab driver, meat cutter, etc.)
06	06	Skilled workman or foreman (such as baker, carpenter, electrician, mechanic, plumber, plasterer, or foreman in factory or mine, etc.)
07	07	Clerical worker (such as bank teller, bookkeeper, sales clerk, office clerk, mail carrier, etc.)
08	08	Service worker (such as barber, waiter, waitress, hairdresser, etc.)
09	09	Protective worker (such as policeman, detective, sheriff, fireman, security guard, etc.)
10	10	Technical worker (such as draftsman, electronics technician, medical technician, surveyor, etc.)
11	11	Farm or ranch owner or manager
12	12	Salesman (such as real estate, or insurance, etc.)
13	13	Proprietor or owner (such as an owner of a small business, wholesaler, retailer, contractor, etc.)
14	14	Manager (such as sales manager, store manager, office manager, factory supervisor, etc.)
15	15	Official (such as manufacturer, officer in a company, banker, or government official, etc.)
16	16	Professional 1 (such as teacher, engineer, nurse, accountant, minister, etc.)
17	17	Professional 2 (typically requiring a doctorate or other advanced degree such as a doctor, lawyer, professor, etc.)
18	18	Don't know

Below are some questions about your feelings and opinions. There are no right or wrong answers. CIRCLE THE RESPONSE that corresponds to HOW YOU FEEL about these things. Your answers are only worthwhile if they express your real opinions and ideas.



Good luck is more important than hard work for success..... 1 2 3 4 5

Sometimes I feel I just can't learn. 1 2 3 4 5

From the list below, CIRCLE THE NUMBER corresponding to your birthplace (in the column on your left) and to the place in which you last attended high school (in the column on your right).

Birthplace	High School		Birthplace	High School	
01	01	Alabama	27	27	Montana
02	02	Alaska	28	28	Nebraska
03	03	Arizona	29	29	Nevada
04	04	Arkansas	30	30	New Hampshire
05	05	California	31	31	New Jersey
06	06	Colorado	32	32	New Mexico
07	07	Connecticut	33	33	New York
08	08	Delaware	34	34	North Carolina
09	09	D. C.	35	35	North Dakota
10	10	Florida	36	36	Ohio
11	11	Georgia	37	37	Oklahoma
12	12	Hawaii	38	38	Oregon
13	13	Idaho	39	39	Pennsylvania
14	14	Illinois	40	40	Rhode Island
15	15	Indiana	41	41	South Carolina
16	16	Iowa	42	42	South Dakota
17	17	Kansas	43	43	Tennessee
18	18	Kentucky	44	44	Texas
19	19	Louisiana	45	45	Utah
20	20	Maine	46	46	Vermont
21	21	Maryland	47	47	Virginia
22	22	Massachusetts	48	48	Washington
23	23	Michigan	49	49	West Virginia
24	24	Minnesota	50	50	Wisconsin
25	25	Mississippi	51	51	Wyoming
26	26	Missouri	52	52	Other

I would do better in school if teachers did not go so fast..... 1 2 3 4 5

Getting ahead is as much a matter of who you know as what you know... 1 2 3 4 5

It is more difficult for people like me to be successful in life than some other kinds of people.... 1 2 3 4 5

Every time I try to get ahead something or somebody stops me..... 1 2 3 4 5

In what year did you first enter college?

1. 1965 or before
2. 1966
3. 1967
4. 1968
5. 1969
6. 1970
7. 1971

Did you begin your college career at this institution?

1. yes
2. no

What were your housing arrangements during college; give situation for most of year (CIRCLE NUMBERS CORRESPONDING TO RESPONSE FOR EACH YEAR):

	Dorms	Off Campus With Parents	Off Campus On Own	On Campus Apartment
Freshman Year	1	2	3	4
Sophomore Year	1	2	3	4
Junior Year	1	2	3	4
Senior Year	1	2	3	4

What is the highest academic degree that you expect to obtain?

1. Bachelor's degree (B.A., B.S., etc.)
2. Master's degree (M.A., M.S., M.F.A., etc.)
3. Specialist's degree (beyond the Master's level)
4. Ph.D., Ed.D., or equivalent
5. M.D., D.D.S., or D.V.M. (medicine)
6. LL.B. of J.D. (law)
7. Bachelor of Divinity
8. Other

What are your plans following graduation?

1. get a job in business
2. start a business or franchise
3. enter a profession (teaching, ministry, etc.)
4. return to graduate or professional school
5. be inducted into the armed services
6. volunteer for some social service organization (VISTA, Peace Corps, Urban League, SCLC, etc.)
7. Other
8. Don't know

In high school, I obtained the following average grade in science.

1. A; 2. A-; 3. B+; 4. B; 5. B-; 6. C; 7. D; 8. F; 9. Question does not apply.

In high school, I obtained the following average grade in math.

1. A; 2. A-; 3. B+; 4. B; 5. B-; 6. C; 7. D; 8. F; 9. Question does not apply.

As a result of my freshman course, or my first course, in biology —

1. I decided to take more biology courses than I originally planned.
2. I made no change in plans — taking more if planned to take more; taking less if planned to take less.
3. I decided to take less biology than I originally planned.
4. Question does not apply.

As a result of my freshman course, or my first course, in physical science (physics or chemistry) —

1. I decided to take more physical science courses (physics or chemistry) than I originally planned.
2. I made no change in plans -- taking more if planned to take more; taking less if planned to take less.
3. I decided to take less physical science (physics or chemistry) than I originally planned.
4. Question does not apply.

As a result of my freshman course, or my first course, in mathematics —

1. I decided to take more math courses than I originally planned.
2. I made no change in plans — taking more if planned to take more; taking less if planned to take less.
3. I decided to take less math than I originally planned.
4. Question does not apply.

From the lists on the opposite page, select your undergraduate major field, your undergraduate minor field, your planned field of graduate study (if you plan on attending graduate school), and your probable vocational field.

PLEASE WRITE THE NUMBER CORRESPONDING TO EACH APPROPRIATE FIELD IN THE SPACES PROVIDED BELOW.

MY UNDERGRADUATE MAJOR ....._____

MY UNDERGRADUATE MINOR ....._____

MY PROBABLE GRADUATE FIELD ....._____

MY PROBABLE VOCATIONAL FIELD ....._____

Educational Fields
105 Counseling and Guidance
110 Education Administration
115 Elementary Education
120 Physical Education and Recreation
125 Secondary Education
130 Special Education
140 College Teacher

Social Science and Religious Fields
205 History
210 Home Economics
215 Dietetics
220 Library and Archival Science
225 Police Science
230 Psychology
235 Social Work
240 Sociology
245 Theology and Religion
Social Science
250 Area Studies
255 American Civilization
260 American Studies
265 Afro-American Studies

Business, Political, and Persuasive Fields
305 Accounting
310 Advertising
315 Business Administration (4 yrs)
320 Business and Commerce (2 yrs)
322 Banking and Insurance
324 Business Machine Technology
326 Office Machines and Procedures
330 Data Processing
335 Economics
340 Finance
345 Hotel, Motel, and Restaurant Management
350 Industrial Relations
355 Law
360 Military
364 Political Science, Government or Public Administration
366 Foreign Services
368 International Relations
370 Public Relations
375 Salesmanship and Retailing
380 Secretarial Science
384 Legal
386 Medical

Scientific Fields
405 Anatomy
410 Anthropology
415 Archaeology
420 Astronomy
425 Biology or Genetics
430 Botany
435 Chemistry
440 Geography
445 Geology or Geophysics
450 Mathematics or Statistics
455 Meteorology
460 Oceanography
465 Physics
470 Physiology
475 Zoology or Entomology

Agriculture and Forestry Fields
505 Agriculture
510 Agricultural Business
515 Citrus Fruits Production Management
520 Forestry
525 Soil Conservation
530 Wildlife Management

Health Fields
604 Dentistry
606 Dental Assisting
608 Dental Hygiene
610 Dental Technology
614 Medicine
616 Medical Assisting
618 Medical Technology
620 Mortuary Science
625 Nursing (Practical)
630 Nursing (Registered)
635 Occupational Therapy
640 Optometry
645 Osteopathy
650 Pharmacy
655 Physical Therapy
660 Radiology and X-Ray Technology
665 Veterinary Medicine
670 Chiropractic

Arts and Humanities Fields
705 Arts and Sculpture
710 Architecture
712 Architectural Design and Drafting
714 Architectural Technology
715 Creative Writing
720 Drama and Theater
725 English and English Literature
730 Foreign Language and Literature
735 General Education
740 Journalism
745 Liberal Arts (Transfer)
750 Music
755 Philosophy
760 Photography
765 Radio-TV Communications
770 Speech

Engineering Fields
805 Aeronautical
810 Agricultural
815 Architectural
820 Automotive
825 Chemical or Nuclear
830 Civil
835 Electrical or Electronic
840 Engineering (Transfer)
842 Engineering Technology
845 Geological
850 Industrial
855 Mechanical
860 Metallurgical
865 Mining
870 Petroleum

Trade, Industrial, and Technical Fields
905 Air Conditioning Engineering Technology
910 Automobile Body Repair
915 Automobile Mechanics and Technology
920 Aviation
925 Clothing Technology
930 Construction
935 Drafting
940 Dry Cleaning
945 Electricity and Electronics
950 Electrical and Electronic Technology
952 Industrial Arts
954 Laboratory Technology
956 Mechanical
958 Mechanical Engineering Technology
965 Metal and Machine
970 Millworking
975 Paper Technology
980 Plumbing
985 Printing
990 Upholstering
997 Undecided on Vocational Field

998 My Major field of training or vocational field is not included in the fields listed above

999 Housewife

PLEASE CIRCLE A RESPONSE:

Black college students should attend:

1. predominantly white colleges 2. racially integrated colleges 3. predominantly Black colleges

If you could be in exactly the college you wanted, how many of the students would be Black?

1. none 2. a few 3. about half 4. most 5. just about all

If you could be in exactly the college you wanted, how many of the teachers would be Black?

1. none 2. a few 3. about half 4. most 5. just about all

In what form of political action have you been most active (Circle only one response)?

1. voter registration 2. election campaign 3. civil disobedience 4. member of a civil rights or other Black-oriented organization 5. participated in civil rights or other Black-protest activity
6. other 7. no participation

What do you think are the chances of your graduating from college?

1. very slight chance of graduating 2. about a 50-50 chance of graduating 3. very certain I would graduate

What is your grade-point-average for each of the following categories (CIRCLE THE NUMBER CORRESPONDING TO YOUR RESPONSE FOR EACH CATAGORY; GPA is calculated here on the basis of a four-point scale): Freshmen and Sophomores mark only third line

	D	C-	C	C+	B-	B	B+	A-	A
	1.49 or less	1.50 to 1.79	1.80 to 2.19	2.20 to 2.49	2.50 to 2.79	2.80 to 3.19	3.20 to 3.49	3.50 to 3.79	3.80 to 4.00
Major Field GPA.....	1	2	3	4	5	6	7	8	9
Minor Field GPA.....	1	2	3	4	5	6	7	8	9
Overall (cumulative) GPA.....	Freshmen and Sophomores: Mark only this line 1	2	3	4	5	6	7	8	9

The following items deal with activities or accomplishments that might possibly apply to you during your college years.

Please CIRCLE THE NUMBER corresponding to the items which are TRUE for you. Do not be discouraged by this list; it covers many areas of interest and few students will be able to indicate "true" to many items.

11 Elected or appointed to a student or faculty committee, or administrative committee, or board of the institution

12 Participated in a school political group or campaign

13 Participated in a non-school political group or campaign.

14 Received an award or special recognition for leadership (of any kind)

21 Created original art work (painting, drawing, sculpture, cartoon, photograph) for publication or for exhibition or for self (not as part of a course)

31 Tutored other students (not as part of paid job)

32 Received an award or prize for work in service group

41 Wrote original poems, plays, stories, articles for self or for publication

42 Worked as editor or on staff of college paper, yearbook, or literary publication

51 Entered debate or speech contest

52 Participated as cast or crew in dramatic production for college, community, or religious group, or on radio or TV

61 Performed music (instrumentalist, singer, dancer) or composed or arranged music for college or community group

62 Worked as professional musician or dancer, or had professional performance given of music composed or arranged

71 Wrote a scientific paper or built a piece of scientific equipment (not as part of a course)

72 Won a prize in a scientific competition

81 Elected to academic honorary society, participated in academic honor's program, or received special academic recognition

82 Was selected for "who's Who" of American College students

91 Earned a letter in one or more sports

92 Received special recognition for athletic accomplishments (regionally or nationally)

Most of the individuals collecting this data went through predominantly Black colleges; they know how difficult it is to finance your education. We are asking questions concerning the financing of your education because no one to date has accurately portrayed how young people like you pay for their education. The information you provide will help get better financial programs for students coming after you.

Listed in the form at the top of the next page are the typical categories of college support. Using numbers to indicate rounded-off percentages, indicate the <u>percentage of support</u> you received from <u>each of these categories</u> during <u>each of your years</u> in college.

FULL INSTRUCTIONS ARE GIVEN AT THE TOP OF THE NEXT PAGE.

ROUND OFF PERCENTAGES OF SUPPORT TO MULTIPLES OF 10% (that is, 10%, 20%, 30%, etc.)

USE NUMBERS TO REPRESENT THE ROUNDED-OFF PERCENTAGES ACCORDING TO THE SCHEME IN THE COLUMN ON THE RIGHT (that is, 1 represents 10%, 2 represents 20%, etc.)

ENTER NUMBERS IN BOXES TO REPRESENT PERCENTAGES OF SUPPORT YOU RECEIVED IN EACH CATEGORY FOR EACH COLLEGE YEAR. (Thus, if your support from parents, relatives, or guardians was around 20% for your freshman year, you should enter 2 in the box in the upper left-hand corner. Your response in each column (each college year) should add to 10.)

ANSWER ONLY AS APPLICABLE TO YOUR CLASS LEVEL. (If you have been in college more than four years, indicate the support percentages for the first four years.)

1 for 10%
2 for 20%
3 for 30%
4 for 40%
5 for 50%
6 for 60%
7 for 70%
8 for 80%
9 for 90%
10 for 100%

SOURCE OF SUPPORT	FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Parents, Relatives, or Guardians				
Scholarships, gift aid, or grants (from the college or other agency)				
Economic Opportunity Grants (EOG)				
Loans (NDSL, Banks, Other)				
Work during the summer				
Work during the school year				
Other				
	= 10	= 10	= 10	= 10

How much did you earn during the summers between school years (CIRCLE THE NUMBER THAT CORRESPONDS TO THE APPROXIMATE AMOUNT YOU EARNED FOR EACH TIME PERIOD): Answer only as applicable to your class level

	$0 to $99	$100 to $199	$200 to $299	$300 to $399	$400 to $499	$500 to $749	$750 to $999	$1000 to $1499	$1500 or More
Summer before Freshman Year	1	2	3	4	5	6	7	8	9
Between Freshman-Sophomore Year	1	2	3	4	5	6	7	8	9
Between Sophomore-Junior Year	1	2	3	4	5	6	7	8	9
Between Junior-Senior Year	1	2	3	4	5	6	7	8	9

How much did you earn while working during each school year (CIRCLE THE NUMBER THAT CORRESPONDS TO THE APPROXIMATE AMOUNT YOU EARNED FOR EACH TIME PERIOD):

During your Freshman Year	1	2	3	4	5	6	7	8	9
During your Sophomore Year	1	2	3	4	5	6	7	8	9
During your Junior Year	1	2	3	4	5	6	7	8	9
During your Senior Year	1	2	3	4	5	6	7	8	9

What is approximately the TOTAL AMOUNT you will have borrowed (as of June 1 of this year) to finance your college education (WRITE TOTAL AMOUNT for all YEARS in college for each of the given sources below in the corresponding blank:

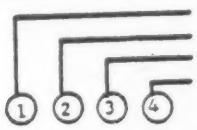
From the College (NDSL or other loans from the financial aid office) $_____ From Banks $_____ Other $_____

How many hours, on the average, did you work per week during each school year (CIRCLE THE NUMBER CORRESPONDING TO THE CLOSEST NUMBER OF AVERAGE HOURS PER WEEK FOR EACH TIME PERIOD): ANSWER BASED ON YOUR CLASS LEVEL.

	NONE	5 HOURS	10 HOURS	15 HOURS	20 HOURS	25 HOURS	30 HOURS	35 HOURS	40 Hours
Freshman Year	1	2	3	4	5	6	7	8	9
Sophomore Year	1	2	3	4	5	6	7	8	9
Junior Year	1	2	3	4	5	6	7	8	9
Senior Year	1	2	3	4	5	6	7	8	9

The first year of college is a big hurdle; it is a total new experience. We are interested in what you think of your freshman year. Your answers will help plan better programs.

Below is a list of statements examining the effect of your freshman year on your later college career. Please indicate the degree to which each statement applies to your freshman year. (CIRCLE THE NUMBER CORRESPONDING TO YOUR RESPONSE FOR EACH ITEM):



MY FRESHMAN YEAR:

Taught me college was rigid and impersonal; get it or else.....	1	2	3	4
Taught me college was hard.....	1	2	3	4
Gave me an exciting new view of what teaching and learning should be like..	1	2	3	4
Led to a conflict in my upper-level courses, because Freshman and upper-level courses were different in approach.....	1	2	3	4
Chief concern was to survive an uninteresting year to get on to more interesting things.....	1	2	3	4
Almost robbed me of what confidence I had in my academic ability.....	1	2	3	4
Built up a strong sense that I could do college work.....	1	2	3	4
Contributed to my feeling that I could figure things out for myself.....	1	2	3	4
Showed me that I could do more math than I had previously thought possible	1	2	3	4
Showed me that I could do more science than I had previously thought possible	1	2	3	4
Gave me the basic study skills needed for upper-level work.....	1	2	3	4
Provided adequate preparation for work in my major area.....	1	2	3	4
Provided exposure to a variety of fields, so that I could pick a major intelligently.....	1	2	3	4
Convinced me of the value of encouraging students to pose own questions and develop own viewpoints.....	1	2	3	4
If I had my way, the rest of college would be more like my Freshman year...	1	2	3	4

Were you elected an officer of your class or your student government during (CIRCLE THE NUMBER CORRESPONDING TO YOUR ANSWER):

1 = NO 2 = YES

	CLASS OFFICER		STUDENT GOVERNMENT OFFICER	
Freshman Year	1	2	1	2
Sophomore Year	1	2	1	2
Junior Year	1	2	1	2
Senior Year	1	2	1	2

Beginning on the opposite page is a list of conditions sometimes present in college classrooms.

If you have been in college only one year, we would like to know how you viewed that year. To what extent were these conditions present?

If you have been in college several years, we would like to know how you viewed the different years. We are especially interested in how your experience the frashman year compared to your experience the other years. To what extent were these conditions present the different years?

The purpose of this section is to get your views, so that if changes are necessary they can be made. No individual responses will ever be released.

FULL INSTRUCTIONS ARE GIVEN AT THE TOP OF THE NEXT PAGE.

BELOW IS A LIST OF CONDITIONS SOMETIMES PRESENT IN COLLEGE CLASSROOMS. PLEASE INDICATE THE DEGREE TO WHICH YOU FEEL THESE CONDITIONS WERE PRESENT FOR EACH OF YOUR YEARS IN COLLEGE.

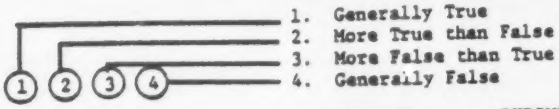
If you are a Freshman, give views on Freshman Year (first set of four columns).

If you are a Sophomore, give views on Freshman Year (first set of four columns) and Sophomore Year (second set of four columns).

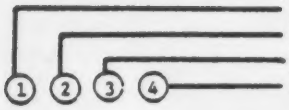
If you are a Senior, give views on Freshman Year (first set of four columns), Sophomore Year (second set of four columns), and combined Junior and Senior Years (third set of four columns).

PLEASE CIRCLE A RESPONSE FOR EACH ITEM, FOR ALL APPROPRIATE YEARS.

FOR STUDENTS MARKING SEVERAL YEARS, REFLECT ON DIFFERENCES AMONG YEARS TO GIVE AN ACCURATE APPRAISAL. MARK ALL APPROPRIATE YEARS, EVEN IF RESPONSE IS THE SAME.

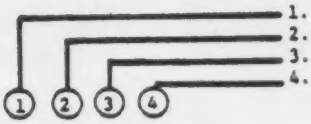


DID YOU FIND:	DURING MY FRESHMAN YEAR				DURING MY SOPHOMORE YEAR				DURING MY JUNIOR AND SENIOR YEARS			
Students were passive	1	2	3	4	1	2	3	4	1	2	3	4
Students did the required reading	1	2	3	4	1	2	3	4	1	2	3	4
Students completed homework assignments on time	1	2	3	4	1	2	3	4	1	2	3	4
Students spoke up in class	1	2	3	4	1	2	3	4	1	2	3	4
Students were interested in the course content	1	2	3	4	1	2	3	4	1	2	3	4
Classroom discussion developed facts or interpretation that surprised me	1	2	3	4	1	2	3	4	1	2	3	4
Students were encouraged to solve problems in their own way rather than look to teachers or textbooks for answers	1	2	3	4	1	2	3	4	1	2	3	4
Students did outside reading	1	2	3	4	1	2	3	4	1	2	3	4
Teachers graded fairly	1	2	3	4	1	2	3	4	1	2	3	4
Classrooms featured a variety of interpretations and issues presented by students rather than interpretations only presented by teachers	1	2	3	4	1	2	3	4	1	2	3	4
Grades were based upon traditional recall of course materials	1	2	3	4	1	2	3	4	1	2	3	4
Faculty members experimented with new methods of teaching	1	2	3	4	1	2	3	4	1	2	3	4
Classroom discussion aimed at answering a teacher's question rather than introducing a new idea or defending a point of view	1	2	3	4	1	2	3	4	1	2	3	4
Faculty members kept courses and materials current with their field	1	2	3	4	1	2	3	4	1	2	3	4
Students were expected to participate freely in class discussion	1	2	3	4	1	2	3	4	1	2	3	4
Students had little or no say in the choice of course materials	1	2	3	4	1	2	3	4	1	2	3	4
Students were encouraged to develop their own viewpoints and analyses based on their own ideas and readings rather than follow viewpoints and analyses developed by teachers and textbooks	1	2	3	4	1	2	3	4	1	2	3	4
Faculty members got upset if students spoke up in class without being called on first	1	2	3	4	1	2	3	4	1	2	3	4
Teachers penalized students for not attending class	1	2	3	4	1	2	3	4	1	2	3	4



1. Generally True
2. More True than False
3. More False than True
4. Generally False

	DURING MY FRESHMAN YEAR				DURING MY SOPHOMORE YEAR				DURING MY JUNIOR AND SENIOR YEARS			
The primary form of classroom instruction was the lecture.....	1	2	3	4	1	2	3	4	1	2	3	4
Students had little or no influence on course assignments.....	1	2	3	4	1	2	3	4	1	2	3	4
Teachers used such items as paperbacks, magazines, and specially developed materials rather than (or in addition to) textbooks.....	1	2	3	4	1	2	3	4	1	2	3	4
Teachers resented students for challenging a favored point of view.....	1	2	3	4	1	2	3	4	1	2	3	4
Teachers clearly explained goals and purposes of the courses.....	1	2	3	4	1	2	3	4	1	2	3	4
Teachers encouraged students to criticize course materials and teaching methods.....	1	2	3	4	1	2	3	4	1	2	3	4
Courses were an intellectual challenge.....	1	2	3	4	1	2	3	4	1	2	3	4
Teachers used such things as sound films, film loops, tapes, records, slides, overhead projector, or film strips in addition to readings.....	1	2	3	4	1	2	3	4	1	2	3	4
Most student discussion in class was no more than a rap session.....	1	2	3	4	1	2	3	4	1	2	3	4
Courses emphasized students doing things rather than just listening to the teacher.....	1	2	3	4	1	2	3	4	1	2	3	4
Teachers went out of their way to help students learn	1	2	3	4	1	2	3	4	1	2	3	4
Class discussions were often vigorous and intense....	1	2	3	4	1	2	3	4	1	2	3	4
Teachers frequently confused their students.....	1	2	3	4	1	2	3	4	1	2	3	4
Teachers made courses relevant to contemporary issues, such as those that affect Black people and poor people in America.....	1	2	3	4	1	2	3	4	1	2	3	4
Teachers made courses relevant to the Black experience.....	1	2	3	4	1	2	3	4	1	2	3	4
Courses contributed significally to how I think about things today.....	1	2	3	4	1	2	3	4	1	2	3	4
In English or related courses, students performed dramatics (excerpts from plays, dramatization of fiction, improvisational theater, poetry reading) in addition to writing book reports.....	1	2	3	4	1	2	3	4	1	2	3	4
In Social Science or related courses, students conducted own research projects (using questionnaires or interviews) on campus or in community in addition to writing library papers.....	1	2	3	4	1	2	3	4	1	2	3	4
In Mathematics, students used physical equipment (geoboards, Instant Insanity and other games, colored cubes and chips, computers) in addition to paper and pencil (and slide rules and rulers).....	1	2	3	4	1	2	3	4	1	2	3	4
In Physical Science or related courses, students had laboratory space and equipment to conduct experiments illustrating material in the course.....	1	2	3	4	1	2	3	4	1	2	3	4
In Biological Science or related courses, students had laboratory space and equipment to conduct experiments illustrating material in the course.....	1	2	3	4	1	2	3	4	1	2	3	4



	DURING MY FRESHMAN YEAR				DURING MY SOPHOMORE YEAR				DURING MY JUNIOR AND SENIOR YEARS			
Examinations were closely related in form and content to course materials and classroom activities.....	1	2	3	4	1	2	3	4	1	2	3	4
Teachers are strongly interested in the problems of undergraduates.....	1	2	3	4	1	2	3	4	1	2	3	4
Courses reward conformity and discourage creativity..	1	2	3	4	1	2	3	4	1	2	3	4
Books, articles, by and about Black people given a prominant place in your English or related courses...	1	2	3	4	1	2	3	4	1	2	3	4
Books articles, by and about Black people given a prominent place in your Social Science or related courses.....	1	2	3	4	1	2	3	4	1	2	3	4
Looked at art or listened to music by and about Black people in English, humanities or art and music appreciation courses.....	1	2	3	4	1	2	3	4	1	2	3	4
Some courses included jazz, blues, gospel music right along with classical music.	1	2	3	4	1	2	3	4	1	2	3	4
The emphasis on exams was in knowing the right answer rather than on being able to defend a point of view..	1	2	3	4	1	2	3	4	1	2	3	4
Teachers related course materials and discussion to areas of student interest.....	1	2	3	4	1	2	3	4	1	2	3	4
There was only one way to learn in a course — the teacher's way.....	1	2	3	4	1	2	3	4	1	2	3	4
Students learned a lot in their courses.....	1	2	3	4	1	2	3	4	1	2	3	4
Students enjoyed their courses.....	1	2	3	4	1	2	3	4	1	2	3	4
Students felt the quality of instruction was very good	1	2	3	4	1	2	3	4	1	2	3	4
Students frequently continued discussion with their teachers outside of regular class periods.....	1	2	3	4	1	2	3	4	1	2	3	4
Teachers were available to students outside of class..	1	2	3	4	1	2	3	4	1	2	3	4
Classroom discussions would continue among students after class.....	1	2	3	4	1	2	3	4	1	2	3	4
Classroom discussions and materials were often related to problems in the community.....	1	2	3	4	1	2	3	4	1	2	3	4
Courses were relevant to the students' futures.....	1	2	3	4	1	2	3	4	1	2	3	4
Teachers attempted to take into consideration differences in student backgrounds.....	1	2	3	4	1	2	3	4	1	2	3	4

PLEASE CIRCLE A RESPONSE UNDER EACH LISTING.

To what degree has college helped you toward achieving important personal goals?

1. A great deal 2. Somewhat 3. Very little

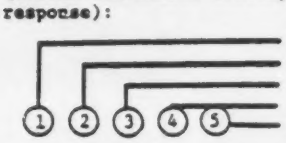
If you had the choice to make again, would you attend this college for your undergraduate studies?

1. Yes, definitely 2. Probably yes 3. Probably no 4. No, definitely

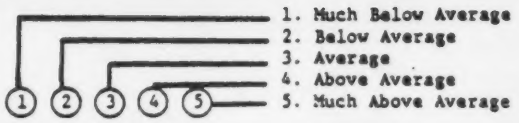
To what degree have you enjoyed attending this college?

1. A Great deal 2. Somewhat 3. Very little

Compared with other seniors at your college, how do you rate yourself on the below characteristics (circle the number corresponding to the appropriate response):

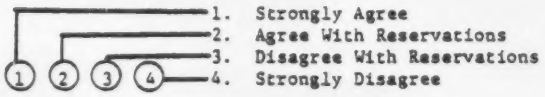


School achievement	1	2	3	4	5
School ability	1	2	3	4	5
Intelligence	1	2	3	4	5
Vocabulary	1	2	3	4	5
Mental Health	1	2	3	4	5
Nervousness	1	2	3	4	5
Wanting to do what is socially correct and following the rules	1	2	3	4	5
Wanting to be treated with understanding	1	2	3	4	5
Wanting to be looked up to and admired	1	2	3	4	5
Wanting to have the freedom to do what you want	1	2	3	4	5
Wanting to do things for others	1	2	3	4	5
Wanting to lead and be in charge of others	1	2	3	4	5
Your willingness to volunteer an answer in class or on a test	1	2	3	4	5
Liking to be with others	1	2	3	4	5
Liking to speak in public and to be seen by others	1	2	3	4	5
Cheerfulness	1	2	3	4	5
Being even-tempered, easy-going	1	2	3	4	5
Accepting of people at face value	1	2	3	4	5
Being "tough-minded"	1	2	3	4	5
Interested more in abstract ideas than in practical ones	1	2	3	4	5
Willing to act without plan, on impulse	1	2	3	4	5
Activity, always on the go	1	2	3	4	5
Dependability, completing tasks on time	1	2	3	4	5
How well you express ideas	1	2	3	4	5
How well you think in quantitative and analytical terms	1	2	3	4	5
How much you know about social institutions; their nature and change	1	2	3	4	5
How much you know about biological science	1	2	3	4	5

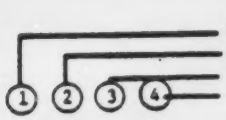


How much you know about physical science	1	2	3	4	5
How good you are in English	1	2	3	4	5
How good you are in math	1	2	3	4	5
How good you are in social science	1	2	3	4	5
How good you are in natural science	1	2	3	4	5
How philosophic you are	1	2	3	4	5
How much you know about yours and other cultures, the origins, arts, and development	1	2	3	4	5
How good you are in philosophy	1	2	3	4	5
How good you are in humanities	1	2	3	4	5
How much you know of "Black studies" — Black history, literature, art, philosophy, social movements, etc	1	2	3	4	5
How sure you are of your "identity"	1	2	3	4	5
Amount of time spent studying	1	2	3	4	5
Your ability to figure things out	1	2	3	4	5
Your ability to generate new ideas	1	2	3	4	5
Your ability to carry out ideas on your own	1	2	3	4	5
Your chances of success in the future	1	2	3	4	5

Please indicate your agreement or disagreement with each of the following statements.



Most undergraduates are mature enough to be given more responsibility for their own education	1	2	3	4
My college has taken steps to increase student participation in its decisions	1	2	3	4
Some genuinely interested students drop out because they do not want to "play the game" or "beat the system"	1	2	3	4
Realistically, an individual person can do little to bring about changes in our society	1	2	3	4
College officials have the right to regulate student behavior off campus	1	2	3	4
The chief benefit of a college education is that it increases one's earning power	1	2	3	4



Faculty promotions should be based in part on student evaluations..... 1 2 3 4

My beliefs and attitudes are similar to those of most other students..... 1 2 3 4

Student publications should be cleared by college officials..... 1 2 3 4

College officials have the right to ban persons with extreme views from speaking on campus..... 1 2 3 4

Only volunteers should serve in the armed forces..... 1 2 3 4

Most college officials have been too lax in suppressing student protests on campus 1 2 3 4

Undergraduate education in America would be improved if:

a) all courses were elective..... 1 2 3 4

b) grades were abolished..... 1 2 3 4

c) course work were more relevant to contemporary life and problems..... 1 2 3 4

d) more attention were paid to the personal concerns of students 1 2 3 4

e) students could obtain credit for a year in community service at home or abroad..... 1 2 3 4

f) colleges were governed completely by students and faculty..... 1 2 3 4

g) colleges were more involved with the community around them..... 1 2 3 4

Students should play a role at least equal to that of the teacher in determining the content of the course..... 1 2 3 4

Teachers should periodically reexamine the content and methods of their courses 1 2 3 4

Students requiring remedial work should obtain it in the context of regular classes rather than be set apart in special classes..... 1 2 3 4

Colleges should raise their admission standards..... 1 2 3 4

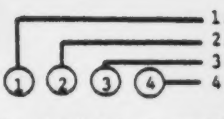
Where de facto segregation exists, Black people should be assured control over their own schools..... 1 2 3 4

Marijuana should be legalized..... 1 2 3 4

In the USA today there can be no justification for using violence to achieve political goals..... 1 2 3 4

The main cause of Black rebellion in the cities is white racism..... 1 2 3 4

In general, the quality of education available at my college is about the same as that of any other college in this area..... 1 2 3 4



The teachers at my college are as good as the teachers at comparable white colleges in this area..... 1 2 3 4

The curricula available at my college are as good as the curricula of white colleges of comparable size in this area..... 1 2 3 4

In general, the education available at my college fits my particular needs better than that which is available at white colleges in this area..... 1 2 3 4

Since Black students will have to live in a society which is predominantly white, Black colleges should prepare their students to live according to the values of that society..... 1 2 3 4

Rather than beginning with European civilizations the social sciences and humanities should be organized around the experiences of African peoples..... 1 2 3 4

White teachers should not be hired to teach social studies and humanities at Black colleges..... 1 2 3 4

The primary function of Black colleges should be to prepare students for jobs in society so that they can work for change from within the American system. 1 2 3 4

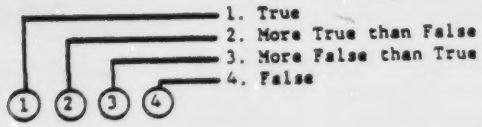
If given a free choice I would choose to fight in a war to support the U.S. . 1 2 3 4

Black colleges should teach students to support rather than subvert existing political structures..... 1 2 3 4

The administration at my college seems to be more interested in supporting community groups working for Black advancement than in having the approval of white people..... 1 2 3 4

During your college experience, did you:	Frequently	Occasionally	Not at All
Talk with a counselor about personal problems.....	1	2	3
Seek help from a counselor on financial aid problems.....	1	2	3
Have vocational counseling.....	1	2	3
Meet in small groups with a counselor for discussion of personal concerns and interests.....	1	2	3
Find a counselor helpful.....	1	2	3
Seek academic assistance through a counselor.....	1	2	3
Feel counselors were concerned with your problems.....	1	2	3

Below is a list of statements about this questionnaire. Please indicate the degree to which each statement applies to you (CIRCLE THE NUMBER CORRESPONDING TO YOUR RESPONSE FOR EACH ITEM):



This questionnaire was interesting.....	1	2	3	4
This questionnaire covered all important aspects of my college experience.....	1	2	3	4
I filled out this questionnaire carefully.....	1	2	3	4
My responses to factual questions were reasonably accurate.....	1	2	3	4
If I were to take this questionnaire a month from today, I expect my views on most matters would still be the same.....	1	2	3	4
I would have filled out this questionnaire differently, if I had not had to identify myself.....	1	2	3	4

COMMENTS

(Please feel free to make any comments about this questionnaire, your college experience, or your feelings or attitudes in the remaining space)